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ABSTRACT

Evaluated is a Title III 1972-74 public school pre-vocational program for educable mentally handicapped junior high school students. Project goals are explained to include increasing students' self confidence and awareness of their vocational potential, and providing learning experiences in the following areas: reading, math, crafts, language arts, home economics, shop, physical education, and civics. Outlined for the two junior high schools involved are specific goals in each of the major instructional areas (such as teaching the use of money in math). The majority of the document consists of student evaluation data obtained from the Wechsler Intelligence Scale, the California Achievement Test (CAT), the Gray Oral Reading Test (GORT), the Adult Basic Learning Examination, and the Osgood Sematic Differential (which measured student attitudes). Among findings reported are a mean increase of 1.1 year's progress as measured by the CAT and of 1 year's progress as measured by the GORT. Female attitudes are said to have improved, but male attitudes declined. (LS)

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ESEA TITLE III

PROJECT EVALUATION

JULY 1, 1973 - JUNE 30, 1974

PRE-VOCATIONAL TRAINING FOR THE HANDICAPPED

NATCHEZ SPECIAL MUNICIPAL SEPARATE
SCHOOL DISTRICT

BEST COPY AVAILABLE

GRANT NO. MSG 7215 PROJECT NO. 34-7215-1

NATCHEZ SPECIAL MUNICIPAL SEPARATE SCHOOL DISTRICT
D. G. McLaurin, Superintendent

Secondary Division

Pre-Vocational Training for the Handicapped Staff

Director ..... Mr. J. O. Brown
Secretary..... Mrs. Verna Fay Farr

Martin Junior High School Coordinator ..... Mrs. Virginia Newby
Crafts, Language Arts, Reading

Martin Junior High Teachers:

Mrs. Roberta Chishom - Home Economics
Miss Anne Clayton - Physical Education
Mrs. Margaret Davis - Reading, Language Arts
Mr. Robert Owens - Principal
Mrs. Jamie McLemurry - Mathematics
Mr. Oscar Reed - Assistant Principal
Mr. Johnny Walker - Industrial Arts
Mrs. Nevada Campbell - Mathematics

Thompson Junior High School Coordinator .... . Mr. DeWaine Flowers
Assistant Principal

Thompson Junior High School Teachers:

Miss Debra Yancy - Language Arts, Reading
Mr. James Murray - Mathematics
Mr. Henry Coleman - Shop
Mr. Fred Johnson - Principal
Mr. Percy Hickombottom - Mathematics
Mrs. Beatrice O'Banion - Home Economics
Mrs. Eloise Perry - Physical Education
Mrs. Carrie Pinkney - Crafts, Mathematics
Mr. Albert Schilling - Assistant Principal and Physical Education
Mr. Robert Smith - Physical Education
Miss Faye Thomas - Reading
Mr. Tom Williams - Physical Education
Mrs. Nellie Wilson - Physical Education
Mrs. Verna Turner - Language Arts
Mr. Thomas Kolb - Mathematics
Mrs. Emma Jackson - Language Arts, Reading
Mrs. Mary H. Johnson - Home Economics

Natchez-Adams County School System's Screening Team:

Psychometrist	Mrs. Ann G. Marion
Assistant to the Psychometrist	Mrs. Tillie Whitam
Testing Assistant	Mrs. Barbara Ann Mingee
Testing Assistant	Miss Mary Edna Squalls

INTRODUCTION

PRE-VOCATIONAL TRAINING FOR THE HANDICAPPED

Project "45"

The Natchez Public School System's Title III ESEA Grant for the purpose of establishing a Pre-Vocational Program for the Educationally Handicapped was implemented for the first time in the school year 1972-73.

The project carries the name Project "45" as the result of hiring two certified special education teachers for each unit of forty five students and enlisting the services of other professional staff members in the junior high schools to provide the varied educational experiences needed.

This innovative project was the result of the realization that the greatest number of educationally handicapped children are found in the junior high schools. (Their handicap is mental retardation and if left in the regular classroom, they will soon drop out of school due to frustration and over-age.)

All students in Project "45" are attending the school that they would normally attend. They receive counseling and are scheduled from class to class in the same manner as the regular students, thus minimizing the feeling of being "different". The school feels that contact with many different teachers and the integration into the junior high school in this manner will better prepare the student for adult life experiences. Transfer

In the original application for the Title III project the following objectives were

OBJECTIVES (Column A)	PRE-EVALUATION METHODS (Column B)	EXPANSION OF OBJECTIVE (Column C)	DESCRIPTION OF PU (Column D)
Students:			
(1) Students will become more aware of the world of work and of his vocational potential by providing special counseling services.	Study records of students and age levels to determine the vocational information which will be most suitable.	Provide time of staff whose work is related to vocations. Devise student-teacher schedules.	(1) Students w vocational (2) Take perso ventory te (3) View vocat have inter staff and working in
(2) Students will increase self-confidence and a positive self-concept through interaction with many students and several members of the faculty. Attitudinal tests will be administered.	Set up goals which students should reach.	Provide as many experiences as possible to instill self-confidence. Stress oral communication and ability to express themselves before the group.	Students will b of the need for confidence. Students will s ahead and see t as a responsibl in society. St help formulate themselves.
(3) Students will indicate a change in their attitudes toward school and an improvement in their records of attendance will be expected.	Compile attendance records of previous years.	Make individual attendance records available to students. Conduct activities which will emphasize the importance of school attendance.	Students will k dividual attend records. Disouss the imp getting as much school as possi joining the lab

pplication for the Title III project the following objectives were set up:

PRE-EVALUATION METHODS (Column B)	EXPANSION OF OBJECTIVE (Column C)	DESCRIPTION OF PUPIL BEHAVIORS (Column D)	POST-EVALUAT METHODS (Col
Study records of students and age levels to determine the vocational information which will be most suitable.	Provide time of staff whose work is related to vocations. Devise student-teacher schedules.	(1) Students will review vocational information. (2) Take personal inventory tests. (3) View vocational film, have interviews with staff and people working in the field.	Have students an account of the vocationa help they hav received.
Set up goals which students should reach.	Provide as many experiences as possible to instill self-confidence. Stress oral communication and ability to express themselves before the group.	Students will become aware of the need for self-confidence. Students will seek to look ahead and see themselves as a responsible citizen in society. Students will help formulate goals for themselves.	Administer attitudinal tests.
Compile attendance records of previous years.	Make individual attendance records available to students. Conduct activities which will emphasize the importance of school attendance.	Students will keep individual attendance records. Disouss the importance of getting as much help from school as possible before joining the labor force.	Assess the results of th emphasis of school attendance and wit previous year Construct a questionnaire to determine what value students plac on their scho programs.

Objectives - cont'd

OBJECTIVES (Column A)	PRE-EVALUATION METHODS (Column B)	EXPANSION OF OBJECTIVE (Column C)	DESCRIPTION OF EVIDENCE (Column D)
Process:			
(1) All junior high school students who qualify as educationally handicapped will be enrolled in classes appropriate to their performance levels.	(1) Review of test results given in former years. (2) Seek faculty recommendations for students who may qualify.	(1) Administer individual tests of mental ability and determine students who are eligible for "project 45" classes.	Students will enroll classes
(2) The "Project 45" classes will widen the latitude of instruction by arranging for learning experiences in such appropriate areas as industrial arts, home economics, reading, reading laboratories and counseling in addition to instruction in language, mathematics, and citizenship. An increase in performance levels of four months will be expected in reading and mathematics as measured by achievement test batteries.	(1) Assess individual student needs.	(1) Schedule students into various learning experiences. (2) Conduct in-service training for staff. (3) Write and/or locate suitable curriculum materials which are relevant to student's needs and to the community.	(1) Students will ticipate in cl and activities (2) Have personal interviews wit staff members their appropri fields.

E-EVALUATION METHODS (Column B)	EXPANSION OF OBJECTIVE (Column C)	DESCRIPTION OF PUPIL BEHAVIOR (Column D)	POST-EVALUATION METHODS (Column E)
1) Review of test results given in former years. 2) Seek faculty recommendations for students who may qualify.	(1) Administer individual tests of mental ability and determine students who are eligible for "project 45" classes.	Students will enroll in classes	Determine the comprehensiveness of the enrollment in "project 45" classes.
1) Assess individual student needs.	(1) Schedule students into various learning experiences. (2) Conduct in-service training for staff. (3) Write and/or locate suitable curriculum materials which are relevant to student's needs and to the community.	(1) Students will participate in classes and activities. (2) Have personal interviews with staff members in their appropriate fields.	Administer pre tests and post tests with achievement batteries, record results, and draw conclusions.

10

11

from Project "45" to the regular program is possible under this plan. Students may be scheduled into the regular program for some subjects if they show particular strengths.

Many of these students have represented their schools on athletic teams, have tried out for cheer leader squads and some have been nominated for office on the student council. This is not usually the case with the educationally handicapped student.

The major goals set up for the Pre-Vocational Program are:

Identify junior high school students who fall within the IQ range of 65 to 80 as measured by the Wechsler Intelligence Scale or the Stanford Binet Scale and who are below grade level in achievement.

Develop pre-vocational types of learning experiences for these students to build self-concept and instruct them in skills commensurate with their ability and interest levels.

To ascertain the feasibility of teaching high level mentally retarded students in a more "normal" environmental setting thus allowing more students to receive the help they need.

The five basic goals we have attempted to follow are:

1. Learning should interest the learner.
2. Learning should provide awareness and preparation for job opportunities.
3. Learning should improve meaningful oral, written, and sensory communication.
4. Learning should help students choose and work toward personal goals.

5. Learning should prepare the student to become a contributing member of society.

A more specific description of these goals as related to individual subjects is given below.

Reading - The general overall objective is to arrive at a literacy level with emphasis on these aspects that are most vital in adult living. The EDL Learning 100 program was selected because of its emphasis on the practical aspects of adult life and its compatibility with a vocational program.

Mathematics - The general overall objective is to enable the student to be able to use basic computation skills needed to measure; order from a catalogue; handle savings and checking accounts; figure interest on time payments; do comparison shopping; figure wages, straight time and overtime; deductions for social security and taxes; buy life insurance, etc.

Crafts - The overall objective is to develop pride in workmanship and to learn how to use the tools needed to maintain a home as well as to develop hobbies for leisure time activities.

Language Arts - The general objectives are to increase communication skills, both oral and written. These skills will be developed through understanding the duties of a citizen, learning something about the history of our country and state, visiting community agencies and learning to write essential business letters.

Home Economics - The general goal is to enable the students to learn those things necessary to maintain a home and care for children.

Shop - Work in the shop is the first step toward learning salable skills.

Physical Education - The general objective is not only to develop a more healthful body but also to learn to get along with other people.

Civics and Miss. History - The general objectives are to acquaint the student with the state in which he lives, to make him aware of the opportunities which exist for future employment and to increase his knowledge of his rights and duties as a citizen.

INSTRUCTIONAL PROGRAM FOR PROJECT "45"

Goals as listed on page four which we consider pertinent to each area are listed at the end of each subject plan. These are further discussed under each school.

Martin Junior High

Forty-two eighth grade students are involved in the Pre-Vocational Training for the Handicapped at Martin Junior High School. The majority of these students were in the pre-vocational project at the seventh grade level in 1972-73.

Using the team teaching approach, three special education teachers are assigned to the project while the services of other members of the professional school staff provide varied educational experiences as indicated below.

Eighth Grade

Shop - Handling tools, learning to make and read simplified drawing, learning to measure with more accuracy. Building and finishing objects made from wood. (Goals 1, 2, 4 and 5.)

Home Economics - Personal grooming - sewing (each girl makes an identical simple skirt and for their second project are allowed, within limits, to choose their own pattern) - cooking (measurements, reading and following recipes, and nutrition.) (Goals 1, 2, 4 and 5.)

Reading - For the upper two groups, the Rochester Reading Program Jobs Ahead was used as a basis for vocational orientation and job exploration. This series will take two years to complete if all the exercises, activities and investigations are followed.
The lower group has continued in more formal reading instruction (auditory discrimination, Shedd, Cracking the Code, SRA and the Job Ahead.) Next year this group will concentrate heavily in job analysis and job expectation areas. (Goals 1, 2, 3, 4 and 5)

Language Arts - More communication skills were emphasized, and included the required units on American history. Three

levels of instruction were emphasized with the upper level taught more like a basic class and the other levels according to their individual needs. (Goals 1, 2, 3, 4 and 5.)

Mathematics - More emphasis was placed on everyday math, such as comparison shopping, figuring gas mileages, rates of interest, percentage, etc. This area was also taught on a three level basis since some students have difficulty in basic addition and subtraction while others can work with ratios and percentages. Commercial materials range from Money Makes Sense to the regular eighth grade text. (Goals 1, 2, 3, 4 and 5.)

Special Education teachers at Martin involved in the Project "45" classes are:

*Mrs. Margaret Davis - Language Arts, Social Studies

*Mrs. Virginia Newby - Arts and Crafts, Reading

Mrs. Jamie P. McLemurry - Mathematics

Mrs. Nevada Campbell - one class of math

*Certified teachers are presently working on requirements for a special education permit.

Other regular faculty members involved in the project included Miss Robert Chisholm - Home Economics, Mr. Johnnie Walker - Shop, and Mr. Gerald Horn, former Director of Vocational Rehabilitation who has worked with teachers to provide the needed materials.

Other community resources, which have been utilized, include the local employment officer (USES), the Jitney Jungle Food Stores and the Red Ball Truck Lines which helped in efforts to acquaint students with the world of work.

Sadie V. Thompson Junior High

Three units of Project "45" are presently housed in the Thompson Junior High School. Using a team teaching approach, two special education teachers and one reading lab teacher were assigned to the seventh grade classes. A number of teachers not usually referred to as special education teachers were involved in providing varied educational experiences as described in the following statements.

Seventh Grade

Language Arts - Oral communication skills were emphasized. Students were introduced to materials in social studies concerning the areas of finding themselves, understanding the family, and how to make friends. (Goals 1, 3, 4 and 5.)

Reading - The Learning 100 materials in the reading lab is a communication skills program and provides sequential, integrated instructions in reading, writing, speaking, listening, observing, and thinking skills underlying these processes. Lessons were designed for students who were in danger of dropping out of school because of inadequate communication skills. (Goals 1, 2, 3, 4 and 5.)

Crafts - Varied activities such as ceramics, leather crafts, metal crafts, drawing, painting, and neddlecraft developed skills and habits necessary in holding a job, living in a community, creating something useful and beautiful, and experiencing success. (Goals 1, 2, 3, 4 and 5.)

Mathematics - Emphasis was placed upon arithmetic vocabulary and included the areas of interest, percent, and banking, deposits, and withdrawals. Lower functioning children continued in basic addition and subtraction. However, emphasis was placed upon practical skills. (Goals 1, 2, 3, 4 and 5.)

Physical Education - Activities included participation in games of low organizational, and in voluntary sports activities. Learning to use their body weights in skills of strength, speed and coordination was emphasized. (Goals 1, 3, 4 and 5.)

Staff for Unit One - Seventh Grade

Mrs. C. L. Pinkney - special education teacher

Mr. James Murray - a degree teacher with a special education permit

Mr. Jessie Potters - substituting for Mr. James Murray

Mrs. Debra Yancy - special education teacher

Mr. P. Hickombottom - a degree teacher (secondary math)

Mr. Robert Smith - a physical education teacher

Mrs. N. J. Wilson - a physical education teacher

The program in the eighth grade at Thompson Junior High School consisted of a team teaching situation similar to that of the seventh grade.

Eighth Grade

Shop - The shop program introduced vocational skills in attention, the ability to work with others, working under pressure, and/or distraction, how to evaluate one's own work, and using judgment in the care of materials and property. For these children the shop program involved exposure in a number of activities limited only by the student's physical ability and interest. (Goals 1, 2, 3, 4 and 5.)

Home Economics - At the eighth grade level, emphasis was placed upon the "why" and "how" of eating. Preparing shopping lists, shopping for quality and quantity in foods, preparing tasty dishes, learning correct table service and manners was emphasized. Child care and development helped the students understand the caring for and the working with small children. Emphasis was placed on babysitting skills, and handling children in Nursery Schools and Day Care Centers. Basic skills in sewing and knowledge in general housekeeping was also emphasized. (Goals 1, 2, 3, 4 and 5.)

Reading - Reader's Digest Skill Builders and short stories were used to develop interest and pleasure in reading, the use of newspapers and the use of dictionaries. Vocational implications included helping the students read and understand information pertaining to bills, statements, simple sale contracts, and enjoying magazines. (Goals 1, 2, 3, 4 and 5.)

Language Arts - English That We Need, Understanding English, In Your Family, My Country were samples of the materials used to build vocabulary and comprehension skills. Workbooks are used to reinforce skills in comprehension and vocabulary. My Country gave a short account of American history and was used as a guide in order to look up extensive information on America. (Goals 1, 3 and 5.)

Mathematics - Using Dollars and Sense - making change, recognition of coins and bills, sale buying, buying groceries. (Goals 1 and 2.)

Buying Power - making change, counting money, using realistic prices to help students. (Goals 1, 2, 3, 4 and 5.)

Useful Arithmetic Vol. I - Practical application of math, figuring wages, bonds, transportation, bills, buying clothes, etc. (Goals 1, 2, 3, 4 and 5.)

Figure It Out - Used in teaching fractions, reducing, adding,

subtracting, multiplying, and dividing fractions with practical applications. (Goals 1, 2 and 3.)

Staff for Unit Two - Eighth Grade

Mrs. Verna Turner - a degree teacher with a special education permit

Mr. James Murray - a degree teacher with a special education permit

Mr. Jessie Potters - a degree teacher substituting for Mr. Murray due to illness.

Mrs. Johnson - a degree teacher in home economics

Mr. Henry Coleman - a degree teacher in industrial arts

Mr. T. Williams, Mr. R. Smith, Mrs. Wilson, Mrs. Perry - degree teachers in physical education

The program in the ninth grade at Thompson Junior High School consisted of developing skills in independent living and skills and characteristics necessary for unskilled or semiskilled employment.

Ninth Grade

Shop - Handling tools, learning to make and read simplified drawings, exploring areas of home building, plumbing, wood turning, welding and masonry. Community support has been very good in this area. (Goals 1, 2, 4 and 5.)

Home Economics - Personal grooming, fabric purchasing, aprons made to be worn in sewing and cooking lab. Students

studied various household cleansers. Cooking - measurements, reading and following recipes, and nutrition skills. (Goals 1, 2, 4 and 5.)

Vocational English - This textbook was used with teacher prepared materials for letter and paragraph writing, usage, job orientation and oral expression. (Goals 1, 2, 3, 4 and 5.)

How To Get A Job - Practices in application, interview, testing, and terms that are necessary to know, and included exercises in most requirements for jobs.

Newspaper - This included puzzles, quizzes, map skills and oral discussions from material read and utilized exercises from language arts and social studies. Games were used to give practice and drill in many of the language arts and social studies skills such as spelling, homonyms, antonyms, syllabication, and sentence building. (Goals 1, 2, 3, 4 and 5.)

Social Studies - Mississippi, Yesterday and Today, In Your State, In Your Country were materials used in the social studies. "You and Your World Newspapers" were used with all classes in order to understand current events. (Goals 1, 2, 3, 4 and 5.)

Mathematics - Emphasis was placed on everyday math such

as comparison of measurements in liquid, linears, dozens, and counting money. Such materials as Acquiring Arithmetic Skills, Building Arithmetic Skills, Continuing Arithmetic Skills, Directing Arithmetic Skills, and Using Dollars and Sense were used as supplements for those students who were not on the same level as their classmates. Checkbooks, ledgers, bank statements, deposit slips were used in teaching correct banking behavior. Newspapers, cookbooks, and catalogues were used to teach measurements, filling orders, sales tax, discounts, and buying "on sale" items. (Goals 1, 2, 3, 4 and 5.)

Staff for Unit Three - Ninth Grade

Mr. Thomas Kolb - a degree teacher in special education

Mrs. Emma Jackson - a degree teacher in special education

Mrs. O'Banion - a degree teacher in home economics

Mrs. Mary Johnson - a degree teacher in home economics

Mr. Henry Coleman - a degree teacher in industrial arts

Mrs. Wilson, Mrs. Perry, Mr. R. Smith, Mr. T. Williams, and Mr. Schilling are degree teachers in physical education.

STATISTICAL EVALUATION

The original referral for the students placed in the ESEA Title III Grant for the Pre-Vocational Training for the Handicapped - Project "45" - is made by the teacher and the principal in the

student's sixth year in school in the following manner: all previous test results are reviewed, class grades are considered along with classroom performance. Students who are consistently low in all areas evaluated are referred to the Testing Department for confirmation of high level mental retardation. The measuring device employed to confirm intellectual capacity is the Wechsler Intellectual Scale (WISC or WAIS). All students who score between 65 and 80 on the Wechsler (or the Binet in some cases), and who are approved by the State Department of Special Education are considered to be eligible for this Title III Project.

DIAGNOSTIC INSTRUMENTS USED

I. A. Pre-placement Considerations: Standardized Tests

1. Otis Lennon Mental Ability Test Scores - grades 3 and 6
2. California Achievement Test Scores - grades 1 through 6

B. Pre-placement Considerations: Informal Evaluation

1. Teacher evaluation and recommendation
2. Grade reports
3. General classroom performance

II. A. Confirming Diagnostic and Evaluative Instruments Used

1. Wechsler Intelligence Scale (WISC or WAIS)
2. California Achievement Test, WXYZ Series 1963 Norms
   Pre-test Form W
   Post-test Form Y
3. Gray Oral Reading Test
   Pre-test Form A
   Post-test Form B
4. Adult Basic Learning Examination (ABLE) Level I
   Pre-test Level I Form A - Sept. 1972
   Post-test Level I Form B - May 1973

Adult Basic Learning Examination (ABLE) Level II
Pre-test Level II Form A - Sept. 1973
Post-test Level II Form B - May 1974

III. A. Informal Evaluation Includes:

1. Teacher evaluation
2. Grade reports
3. Student evaluation statement of projects
4. Semantic Differential

All students referred by sixth year teachers as meeting the criteria listed under I above were given a Full Scale Wechsler or Stanford-Binet to confirm their eligibility for Special Education. These psychological reports were delivered to the State Department of Education for approval for placement in an EMR classroom.

Mental measurement (WISC) and numerical data for the Project are indicated below:

Martin Jr. High	N	IQ	Range
1972-73	43	72	54-85
1973-74	42	72	54-85
Thompson Jr. High	N	IQ	Range
1972-73	91	71	58-80
1973-74	134	71	54-88

Large numbers of the students in the Project, were carried from the first year to the second, and accounts for similar IQ means (rounded) and ranges. Thirteen students, who obtained WISC IQ scores in the 50 range, would have ordinarily not been included, however,

recommending teachers and principals indicated these scores do not reflect their higher functioning levels and were, therefore, included.

The remaining diagnostic instruments have yielded the following mean results and ranges for the past two years. A mean change has been computed for all tests except the Adult Basic Learning Examination (ABLE). Level I of the ABLE was administered last year using Form A as a pre-test instrument and Form B for the post-test. The calculations in May revealed a high number of the students scored above the ceiling on this test which is 6.0. This prevented any indication as to exact increase in the performance levels of these students.

As this remained constant on every subtest with the exception of the Vocabulary Subtest, Level II of the ABLE was substituted for Level I as a diagnostic device for the 1973-74 school year. Since the two Levels cannot be directly compared, each is reported separately. Level II, Form A was used for pre-testing and Form B of Level II was used for post-testing for the current year.

The substitution of Level I on the ABLE for Level II proved to be equally unsatisfactory due to a reversal in that a high number of students scored below 3.0 which is the cut-off for Level II. Further consideration will be given to the administration of this test before September, 1974.

TABLE I
ADULT BASIC LEARNING EXAMINATION
FIRST YEAR
LEVEL I - FORM A - PRE-TEST
LEVEL I - FORM B - POST-TEST

	Sept. 1972 Mean	N	May 1973 Mean	N	Sept. - May Change and Range
Vocabulary					
Thompson	2.7 1.1 to 6.0+	89	3.7 1.1 to 6.0+	84	1.0 -2.5 to +3.5
Martin	3.2 1.2 to 5.6	43	4.0 1.7 to 5.1	43	.8 -2.1 to +3.5
T and M Combined	2.9 1.1 to 6.0+	132	3.8 1.1 to 6.0+	127	.9 -2.1 to +3.5
Reading					
Thompson	3.5 1.2 to 6.0+	89	3.8 1.1 to 6.0+	84	.3 -3.2 to +3.7
Martin	4.3 1.4 to 6.0+	43	4.4 1.1 to 6.0+	43	.1 -2.1 to +2.0
T and M Combined	3.8 1.2 to 6.0+	132	4.0 1.1 to 6.0+	127	.2 -3.2 to +3.7
Spelling					
Thompson	3.3 1.0 to 6.0+	89	3.5 1.0 to 6.0+	84	.2 -2.3 to +2.9
Martin	3.6 1.2 to 6.0	43	4.0 1.3 to 6.0+	43	.4 -1.4 to +2.3
T and M Combined	3.4 1.0 to 6.0+	132	3.7 1.0 to 6.0+	127	.3 -2.3 to +2.9
Arithmetic Computation					
Thompson	4.3 1.9 to 6.0+	89	4.7 1.6 to 6.0+	84	.4 -2.1 to +2.3
Martin	4.9 1.4 to 6.0+	43	5.1 2.5 to 6.0+	43	.2 -.6 to +1.9
T and M Combined	4.5 1.4 to 6.0+	132	4.8 1.6 to 6.0+	127	.3 -2.1 to +2.3

ABLE cont'd	Mean	N	Mean	N	Sept. - May Change and Range
Arithmetic Problem Solving					
Thompson	3.4 1.6 to 6.0+	89	4.4 2.7 to 6.0+	84	1.0 -.6 to +3.1
Martin	3.4 1.4 to 6.0+	43	4.6 2.3 to 6.0+	43	1.2 -2.0 to +3.5
T and M Combined	3.4 1.4 to 6.0+	132	4.5 2.3 to 6.0+	127	1.1 -2.0 to +3.5
Arithmetic Total					
Thompson	4.0 2.1 to 6.0+	89	4.6 2.0 to 6.0+	84	.6 -.7 to +2.0
Martin	4.4 1.9 to 6.0+	43	5.1 2.7 to 6.0+	43	.7 -1.0 to +2.9
T and M Combined	4.1 1.9 to 6.0+	132	4.8 2.0 to 6.0+	127	.7 -1.0 to +2.9

Table I reflects first year pre and post-test scores on the ABLE, Level I. As noted, some of the students obtained the highest grade equivalent scores possible. The means, therefore, are not necessarily reflective of gain scores, since varying numbers (ranging from one in the Vocabulary subtest to thirty in the Problem Solving subtest) could not be utilized in computations. To better understand the changes reflected with this Project sample, the following data indicates changes, in selected intervals, that were evident with the ABLE measurement:

Vocabulary

	0 - 2.9	3.0 - 3.9	4.0 - 4.9	5.0 - 5.9	6.0+
Pre	71	34	8	6	3
Post	28	38	41	18	2

ABLE cont'd

Reading

	0 - 2.9	3.0 - 3.9	4.0 - 4.9	5.0 - 5.9	6.0+
Pre	46	30	22	7	27
Post	33	28	27	20	19

Spelling

Pre	56	35	13	11	17
Post	45	34	15	15	18

Total Arithmetic

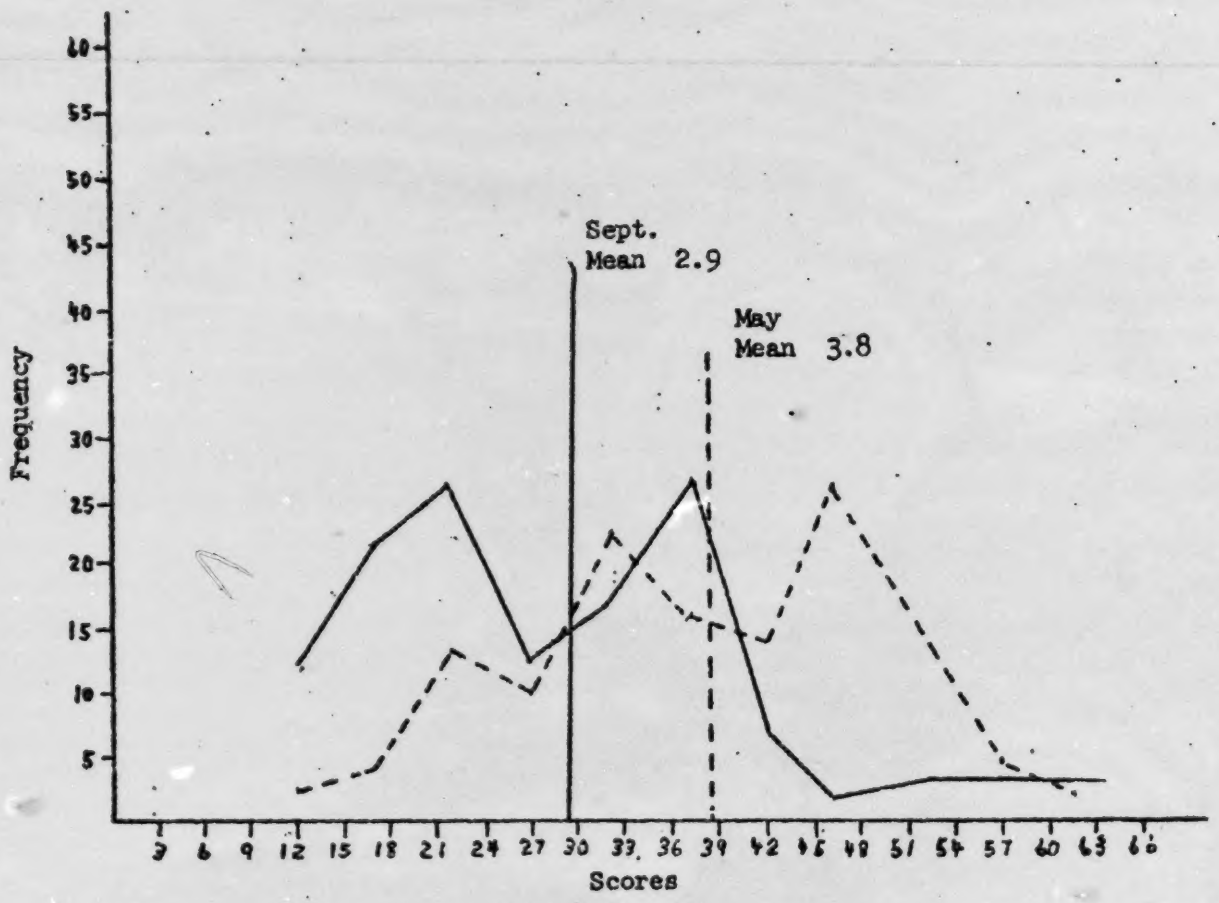
Pre	13	41	36	17	15
Post	4	22	44	33	24

This information is further reflected in figures 1 through 4 as polygons and intervals. It should be noted that all frequency, excepting Spelling, suggested movement in the desired direction. The Spelling indicator may reflect that this area, as a subject, is not treated as a formal operation at the junior high level.

ADULT BASIC LEARNING EXAMINATION
Vocabulary
Title III Funded Units
September 1972 - May 1973
Figure 1

September N 132 Mean 2.9 Range 1.1 to 6.0

May N 127 Mean 3.8 Range 1.1 to 6.0



_____ September Scores

------ May Scores

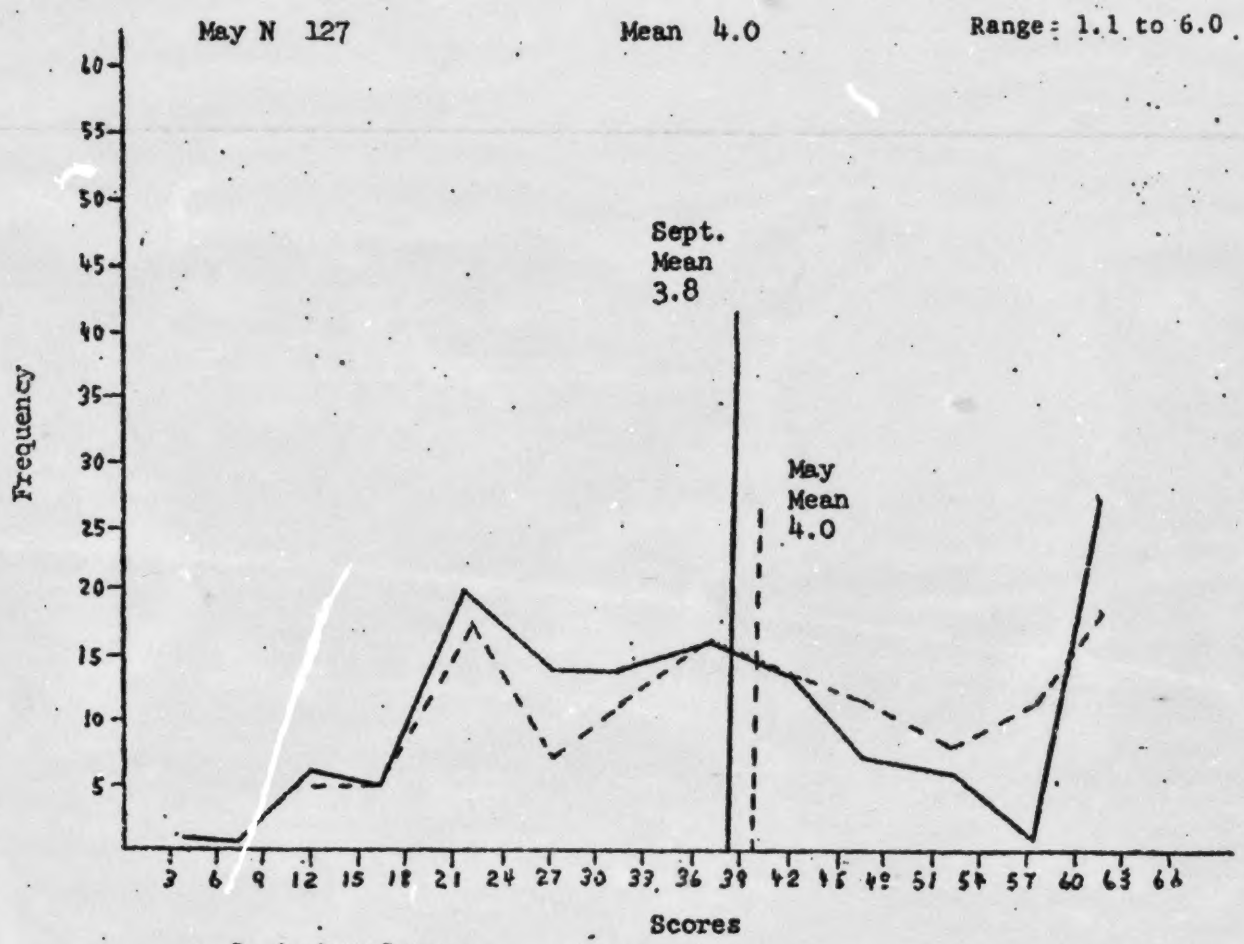
Grade Score Intervals	Sept. Scores Frequency
60 - 64	3
55 - 59	3
50 - 54	3
45 - 49	2
40 - 44	6
35 - 39	27
30 - 34	17
25 - 29	12
20 - 24	26
15 - 19	21
10 - 14	12

Grade Score Intervals	May Scores Frequency
60 - 64	2
55 - 59	4
50 - 54	14
45 - 49	26
40 - 44	15
35 - 39	16
30 - 34	22
25 - 29	10
20 - 24	12
15 - 19	4
10 - 14	2

LEVEL I
ADULT BASIC LEARNING EXAMINATION
Reading
Title III Funded Units
September 1972 - May 1973
Figure 2

September N 132 Mean 3.8 Range .0 to 6.0

May N 127 Mean 4.0 Range 1.1 to 6.0



_____ September Scores

------ May Scores

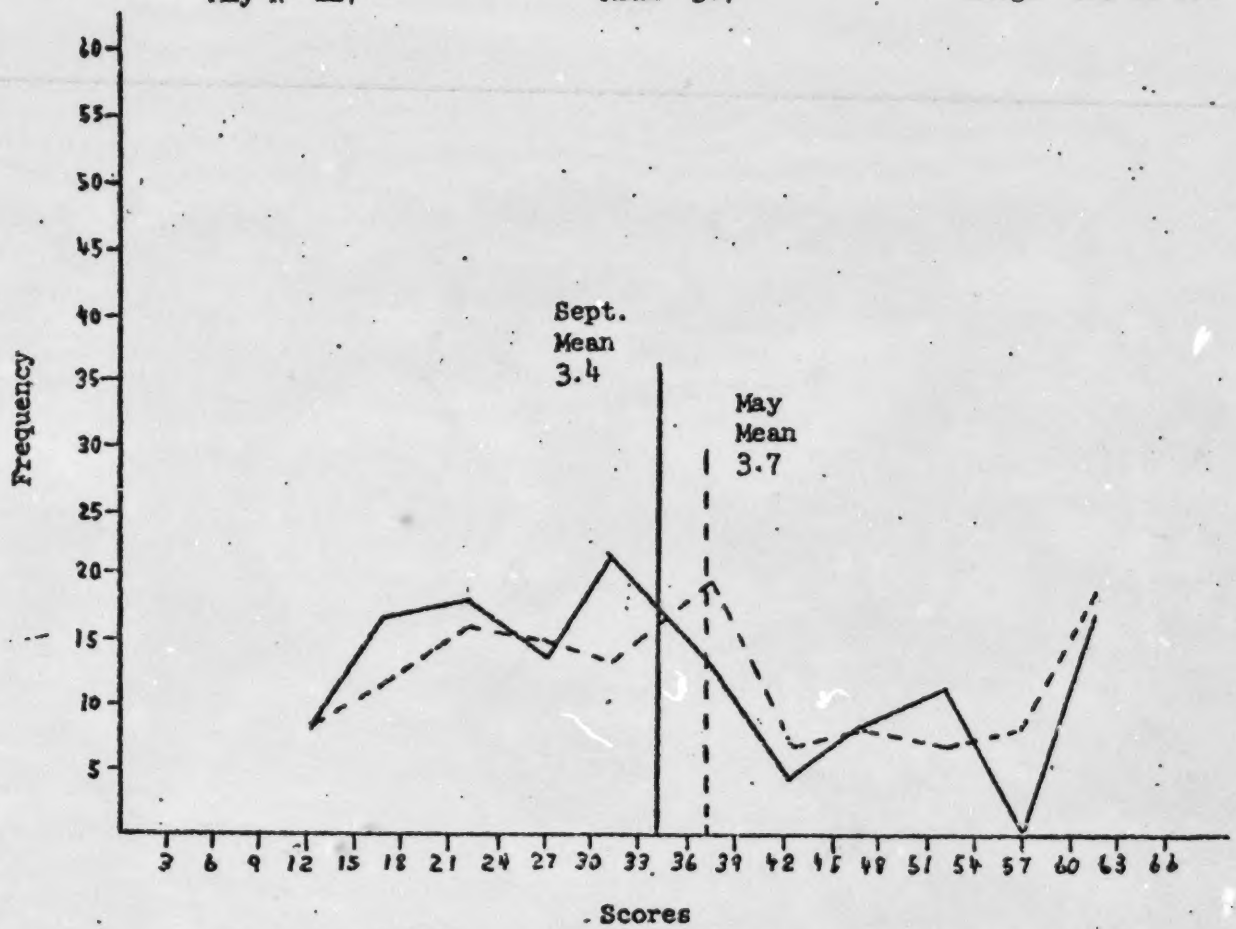
Grade Score Intervals	Sept. Scores Frequency
60 - 64	27
55 - 59	0
50 - 54	7
45 - 49	8
40 - 44	14
35 - 39	16
30 - 34	14
25 - 29	14
20 - 24	20
15 - 19	5
10 - 14	6
0 - 4	1

Grade Score Intervals	May Scores Frequency
60 - 64	19
55 - 59	11
50 - 54	9
45 - 49	13
40 - 44	14
35 - 39	16
30 - 34	12
25 - 29	6
20 - 24	17
15 - 19	5
10 - 14	5

LEVEL I
ADULT BASIC LEARNING EXAMINATION
Spelling
Title III Funded Units
September 1972 - May 1973
Figure 3

September N 132 Mean 3.4 Range 1.0 to 6.0

May N 127 Mean 3.7 Range 1.0 to 6.0



_____ September Scores

------ May Scores

Sept. Scores		May Scores	
Grade Score Intervals	Frequency	Grade Score Intervals	Frequency
60 - 64	17	60 - 64	18
55 - 59	0	55 - 59	8
50 - 54	11	50 - 54	7
45 - 49	8	45 - 49	8
40 - 44	5	40 - 44	7
35 - 39	13	35 - 39	20
30 - 34	22	30 - 34	14
25 - 29	14	25 - 29	15
20 - 24	17	20 - 24	16
15 - 19	16	15 - 19	11
10 - 14	9	10 - 14	3

LEVEL I

ADULT BASIC LEARNING EXAMINATION

Total Arithmetic

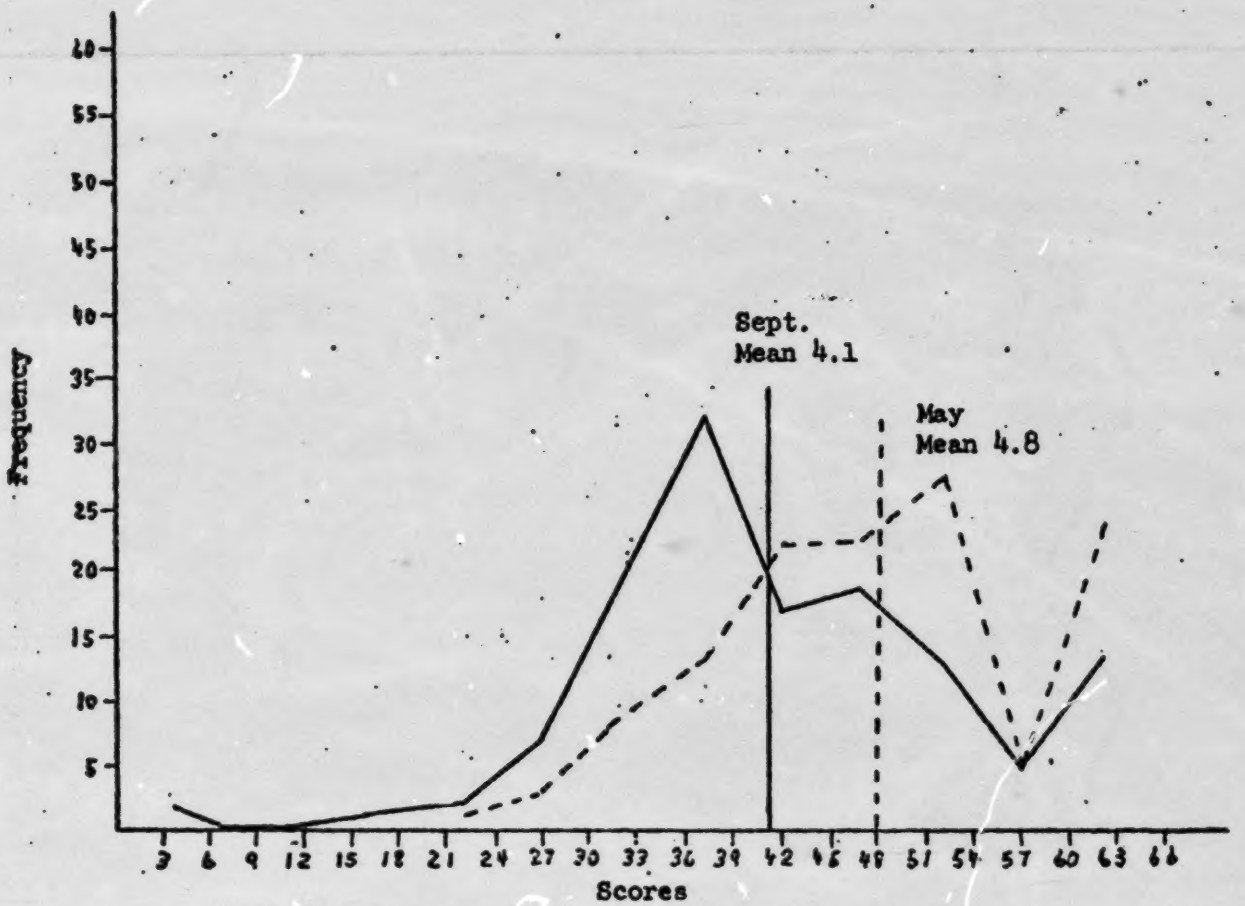
Title III Funded Units

September 1972 - May 1973

Figure 4

September N 132 Mean 4.1 Range .0 to 6.0

May N 127 Mean 4.8 Range 2.0 to 6.0



_____ September Scores

------ May Scores

Grade Score Intervals	Sept. Scores Frequency
60 - 64	15
55 - 59	5
50 - 54	12
45 - 49	19
40 - 44	17
35 - 39	32
30 - 34	19
25 - 29	7
20 - 24	3
15 - 19	1
10 - 14	0
5 - 9	0
0 - 4	2

Grade Score Intervals	May Scores Frequency
60 - 64	24
55 - 59	5
50 - 54	28
45 - 49	22
40 - 44	22
35 - 39	14
30 - 34	8
25 - 29	3
20 - 24	1

For the second year of the Project, Level II, of the ABLE, was utilized in an attempt to overcome the incidence numbers that reached maximum intervals (6.0+) of Level I. It was found that this change created a new problem in that excessive numbers placed in the minimal levels. This data is reflected in Table II.

TABLE 2
ADULT BASIC LEARNING EXAMINATION
SECOND YEAR
LEVEL II - FORM A - PRE-TEST
LEVEL II - FORM B - POST-TEST

	Sept. 1973		May 1974		Sept. - May Change and Range
	Mean	N	Mean	N	
Vocabulary					
Thompson 8th & 9th	3.9 < 3.0 to 5.9	81	4.7 < 3.0 to 8.4	74	.8 -1.4 to +3.4
Martin	4.1 3.2 to 5.9	42	4.5 3.1 to 7.0	41	.4 -1.9 to +2.4
T and M Combined	4.0 < 3.0 to 5.9	123	4.7 < 3.0 to 8.4	115	.5 -1.9 to +3.4
Thompson 7th	3.7 < 3.0 to 5.2	40	5.0 3.1 to 6.6	39	1.3 -.8 to +3.1
Reading					
Thompson 8th & 9th	4.0 < 3.0 to 6.4	65	4.7 < 3.0 to 7.8	64	.7 -1.3 to +2.9
Martin	4.4 < 3.0 to 7.5	36	4.3 < 3.0 to 7.5	34	-.1 -.5 to +3.1
T and M Combined	4.2 < 3.0 to 7.5	101	4.9 < 3.0 to 7.8	98	.7 -1.3 to +3.1
Thompson 7th	3.7 < 3.0 to 5.0	25	4.5 < 3.0 to 6.4	36	.8 -1.1 to +3.4
Spelling					
Thompson 8th & 9th	3.6 0 to 9.0+	77	3.4 0 to 9.0+	77	-.2 -3.6 to +3.3

ABLE cont'd

	Mean	N	Mean	N	Sept. - May Change and Range
Spelling					
Martin	4.6 0 to 9.0+	32	4.8 0 to 9.0+	36	.2 -3.3 to +4.0
T and M Combined	3.9 0 to 9.0+	109	3.9 0 to 9.0+	113	0 -3.6 to +4.0
Thompson 7th	3.2 0 to 6.4	41	3.6 0 to 9.0+	38	.4 -3.6 to +3.7
Arithmetic Computation					
Thompson 8th & 9th	4.8 0 to 7.0	82	5.2 <3.0 to 8.6	72	.4 -3.7 to +2.3
Martin	5.0 3.0 to 6.8	40	5.4 3.2 to 7.6	41	.4 -1.2 to +1.5
T and M Combined	4.9 0 to 7.0	122	5.2 <3.0 to 8.6	113	.3 -3.7 to +2.3
Thompson 7th	4.3 0 to 6.4	42	4.3 <3.0 to 8.6	34	0 -1.5 to +3.2
Arithmetic Problem Solving					
Thompson 8th & 9th	4.4 <3.0 to 6.8	78	5.1 <3.0 to 9.0+	71	.7 -3.3 to +6.4
Martin	4.2 0 to 6.6	39	5.0 <3.0 to 6.0	38	.8 <3.0 to +3.4
T and M Combined	4.3 <3.0 to 6.8	117	5.1 <3.0 to 9.0+	109	.8 -3.3 to +6.4
Thompson 7th	4.3 3.1 to 6.1	40	4.6 <3.0 to 6.8	33	.3 -2.0 to +2.3
Arithmetic Total					
Thompson 8th & 9th	4.8 <3.0 to 6.8	81	5.1 <3.0 to 8.5	75	.3 -1.7 to +2.2
Martin	4.8 <3.0 to 6.1	41	5.2 3.2 to 6.8	41	.4 -1.2 to +1.6
T and M Combined	4.8 <3.0 to 6.8	122	5.1 <3.0 to 8.5	116	.3 -1.7 to +2.2
Thompson 7th	4.8 3.1 to 6.1	42	4.1 <3.0 to 6.3	38	-.3 -1.4 to+1.3

Although it may be an erroneous measurement, these scores were also tabulated to indicated selected interval changes during the pre and post-test times:

Vocabulary

	0 - 3.9	3.0 - 3.9	4.0 - 4.9	5.0 - 5.9	6.0+
Pre	2	104	45	13	0
Post	2	36	58	38	22

Reading

Pre	35	71	30	16	9
Post	25	45	31	27	31

Spelling

Pre	20	57	46	19	8
Post	20	61	39	15	16

Total Arithmetic

Pre	2	41	60	44	18
Post	3	43	39	38	34

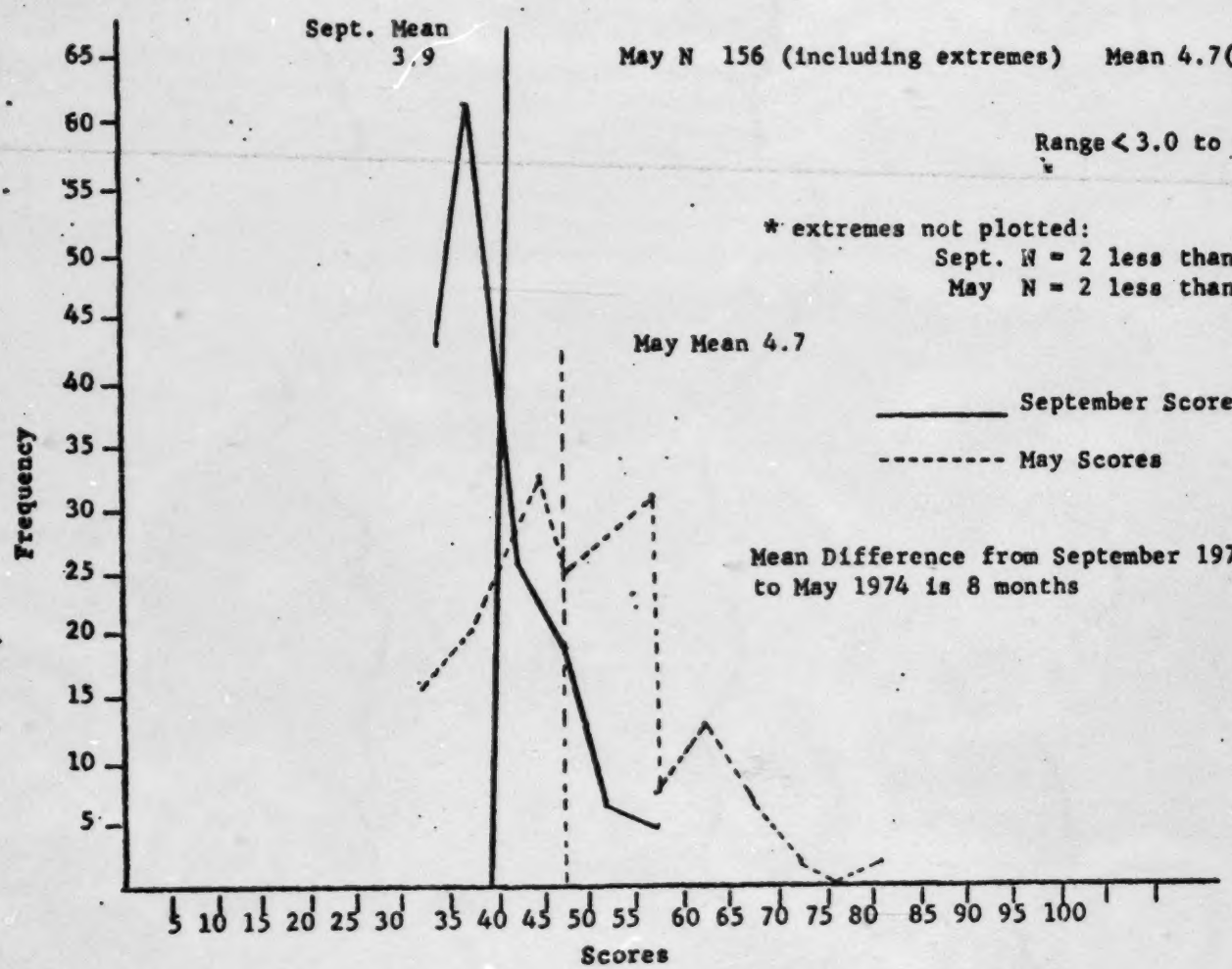
Although caution should be used in reviewing the above information, it may be noted that interval movement was generally upward and positive. As in previous data, the Spelling area displayed much smaller gains, however, this consistency (from Figures 1-4 to Figures 5-8) suggests a reliability from one set to another. This information is further reflected in figures 5 through 8 as polygons and interval data.

ADULT BASIC LEARNING EXAMINATION
LEVEL II
Vocabulary
September 1973 through May 1974
Title III Funded Units
Figure 5

September N 164 (including extremes) Mean 3.9 (excluding extremes) Range < 3.0 to 5.9

May N 156 (including extremes) Mean 4.7 (excluding extremes)

Range < 3.0 to 8.4



* extremes not plotted:
Sept. N = 2 less than 3.0
May N = 2 less than 3.0

_____ September Scores

--------- May Scores

Mean Difference from September 1973 to May 1974 is 8 months

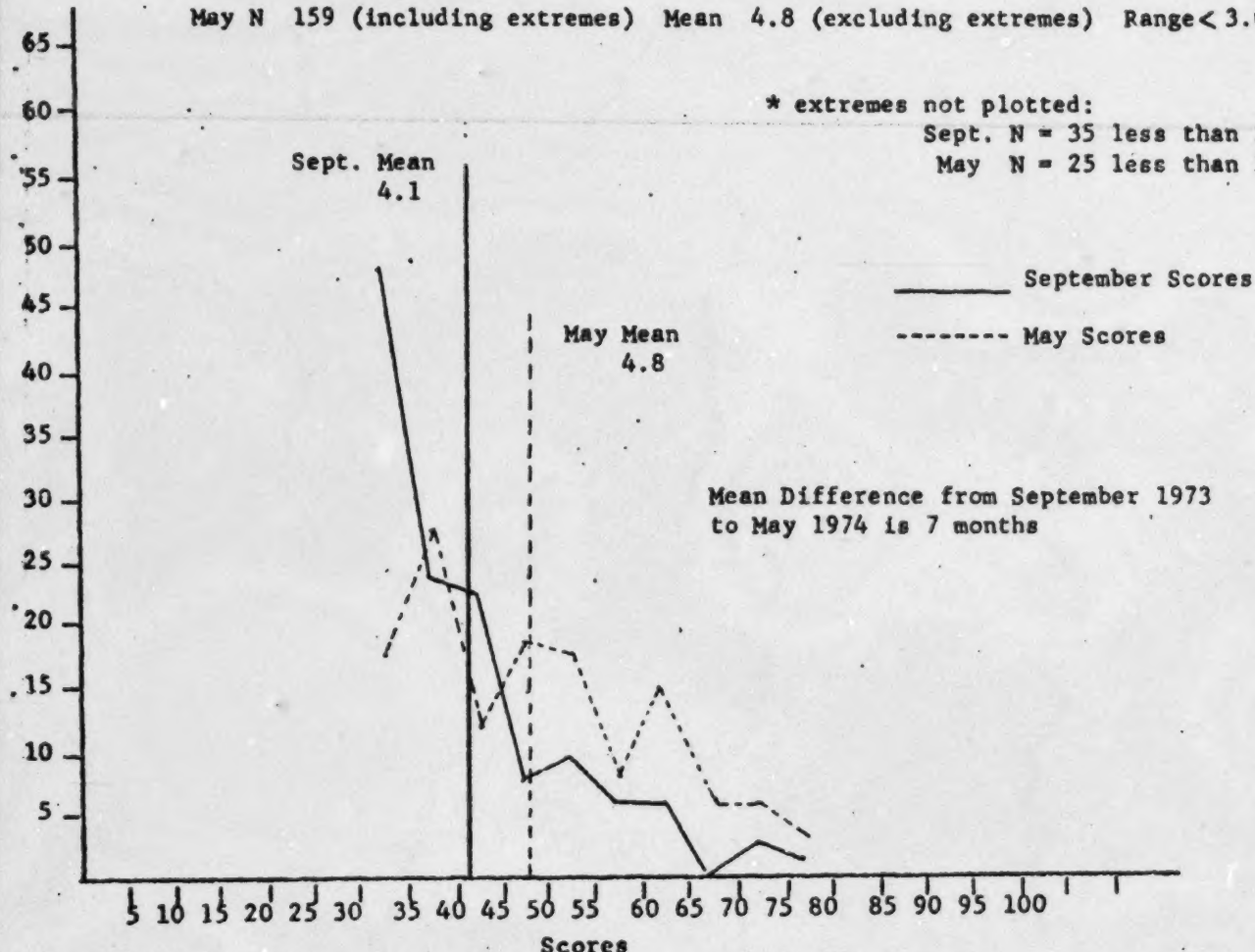
Grade Score Intervals	Sept. Scores Frequency
55 - 59	5
50 - 54	8
45 - 49	19
40 - 44	26
35 - 39	61
30 - 34	43
<30	2

Grade Score Intervals	May Scores Frequency
80 - 84	1
70 - 74	1
65 - 69	7
60 - 64	13
55 - 59	7
50 - 54	31
45 - 49	25
40 - 44	33
35 - 39	20
30 - 34	16
<30	2

ADULT BASIC LEARNING EXAMINATION
LEVEL II
Reading
September 1973 through May 1974
Title III Funded Units
Figure 6

September N 161 (including extremes) Mean 4.1 (excluding extremes) Range< 3.0 to 7.5

May N 159 (including extremes) Mean 4.8 (excluding extremes) Range< 3.0 to 7.8



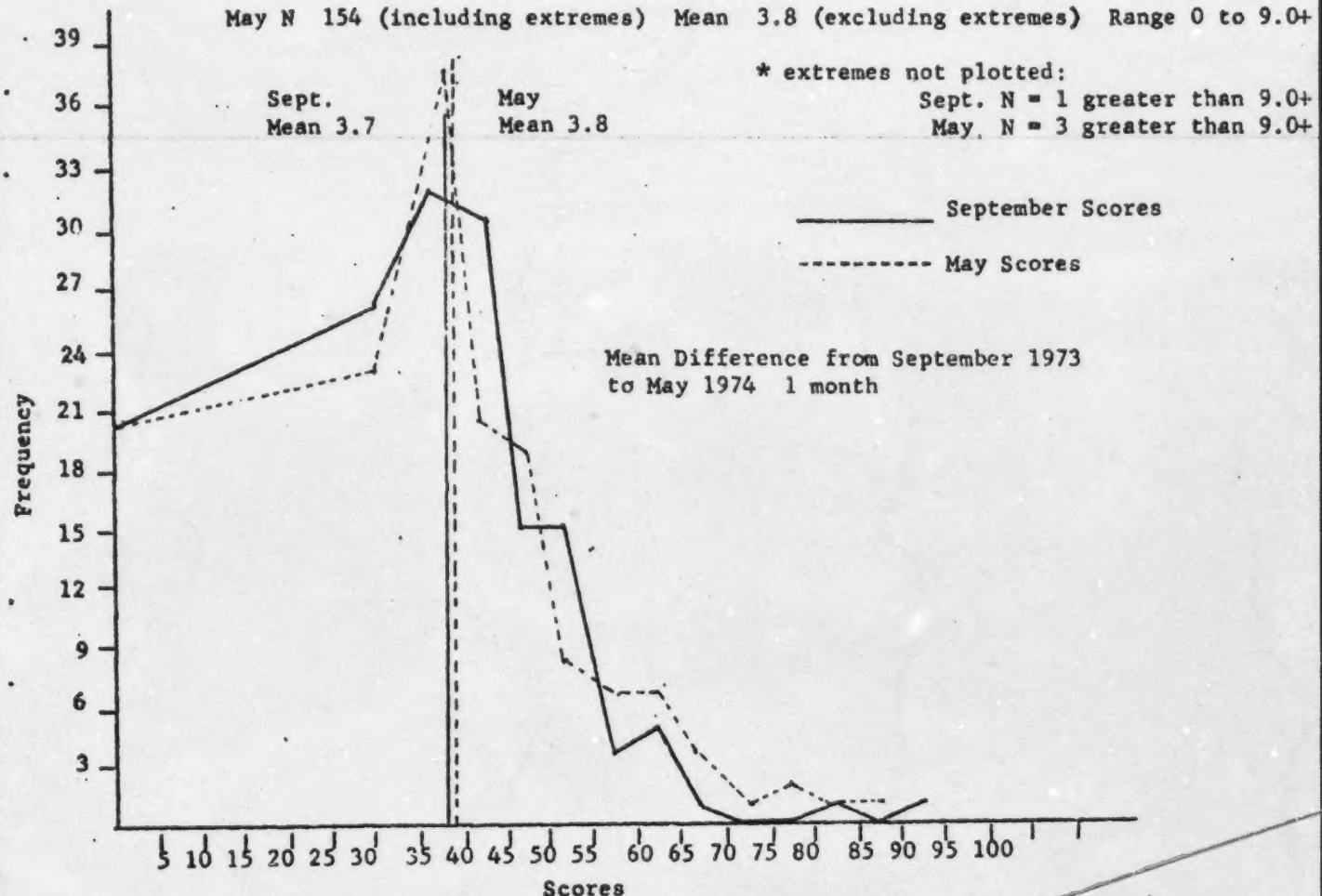
Grade Score Intervals	Sept. Scores Frequency
75 - 79	1
70 - 74	2
65 - 69	0
60 - 64	6
55 - 59	6
50 - 54	10
45 - 49	8
40 - 44	22
35 - 39	24
30 - 34	47
< 30	35

Grade Score Intervals	May Scores Frequency
75 - 79	3
70 - 74	6
65 - 69	6
60 - 64	16
55 - 59	9
50 - 54	18
45 - 49	19
40 - 44	12
35 - 39	27
30 - 34	18
< 30	25

ADULT BASIC LEARNING EXAMINATION
LEVEL II
Spelling
September 1973 through May 1974
Title III Funded Units
Figure 7

September N 151 (including extremes) Mean 3.7 (excluding extremes) Range 0 to 9.0+

May N 154 (including extremes) Mean 3.8 (excluding extremes) Range 0 to 9.0+

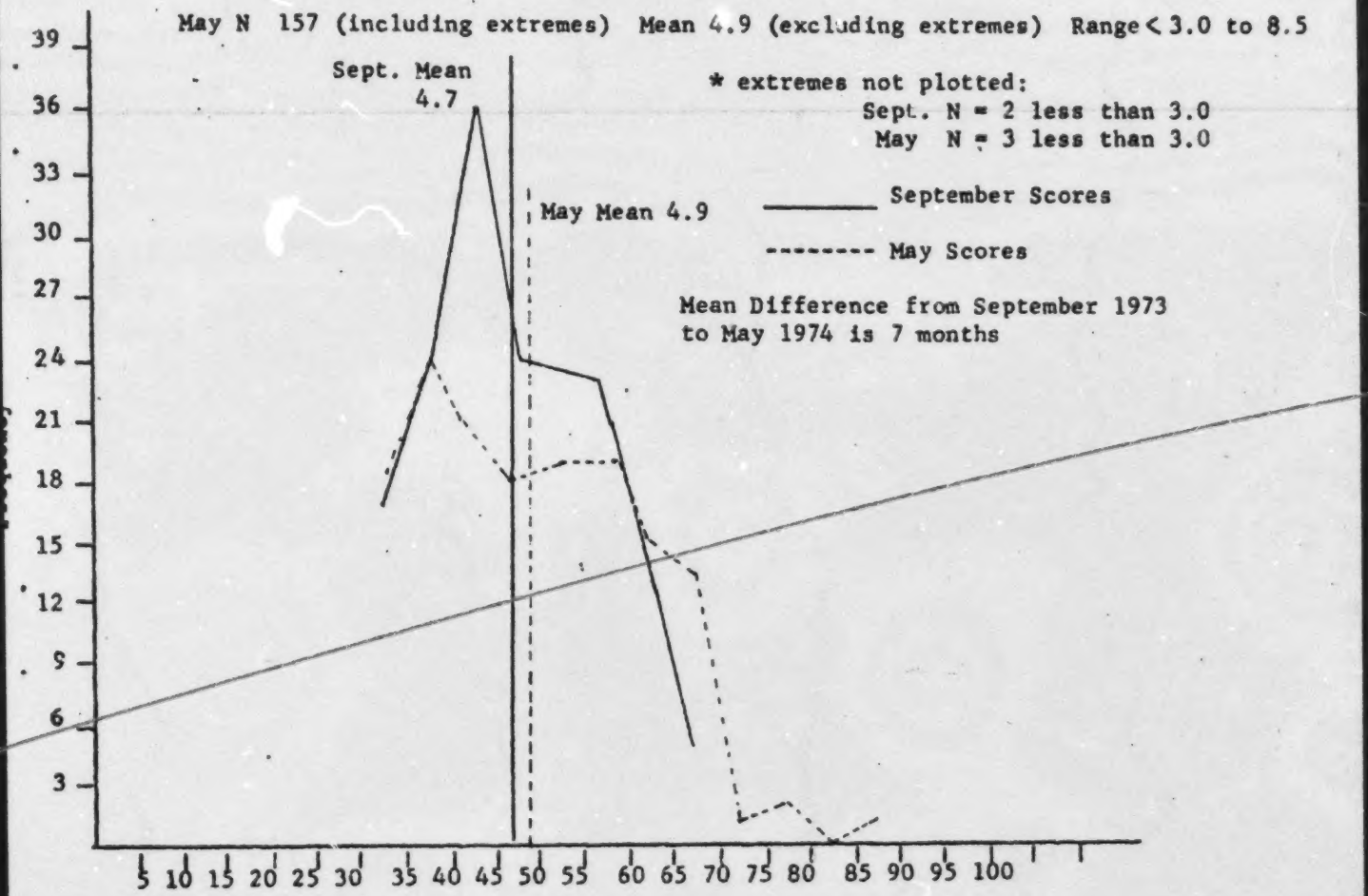


Grade Score Intervals	Sept. Scores Frequency	Grade Score Intervals	May Scores Frequency
90 - 94	1	90 - 94	0
85 - 89	0	85 - 89	1
80 - 84	1	80 - 84	1
75 - 79	0	75 - 79	2
70 - 74	0	70 - 74	1
65 - 69	1	65 - 69	4
60 - 64	5	60 - 64	7
55 - 59	4	55 - 59	7
50 - 54	15	50 - 54	8
45 - 49	15	45 - 49	19
40 - 44	31	40 - 44	20
35 - 39	32	35 - 39	30
30 - 34	25	30 - 34	23
0	20	0	20

ADULT BASIC LEARNING EXAMINATION
LEVEL II
Arithmetic Total
September 1973 through May 1974
Title III Funded Units
Figure 8

September N 165 (including extremes) Mean 4.7 (excluding extremes) Range < 3.0 to 6.8

May N 157 (including extremes) Mean 4.9 (excluding extremes) Range < 3.0 to 8.5



Grade Score Intervals	Sept. Scores Frequency
65 - 69	5
60 - 64	13
55 - 59	21
50 - 54	23
45 - 49	24
40 - 44	36
35 - 39	24
30 - 34	17
< 30	2

Grade Score Intervals	May Scores Frequency
85 - 89	1
75 - 79	2
70 - 74	1
65 - 69	14
60 - 64	16
55 - 59	19
50 - 54	19
45 - 49	18
40 - 44	21
35 - 39	24
30 - 34	19
< 30	3

CALIFORNIA ACHIEVEMENT TEST, READING, WXYZ SERIES, 1963 NORMS

The California Achievement Test (Reading) was administered to the Title III Funded Units at Martin and Thompson in September and May of both years. Table III reports a breakdown by subtests of Thompson's eighth and ninth grades and the Martin eighth grade unit with combined means and ranges for each subtest and the September 1972 to May 1974 changes. The Thompson seventh grade unit which is the only new unit added during the 1973-74 school year is reported separately in this table. Figure 9 reports the total change of all funded units including the 1973-74 additional class at Thompson for the Total Reading scores obtained on this test.

TABLE 3
CALIFORNIA ACHIEVEMENT TEST (READING)

Vocabulary	Sept. 1972 Mean	N	Range	May 1974 Mean	N	Range	Sept. 1972-May 1974 Change
Thompson	4.1	87	2.0 to 5.9	4.7	75	3.2 to 6.4	.6
Martin	4.2	42	2.0 to 5.5	5.2	39	2.7 to 6.9	1.0
T and M Combined	4.1	129	2.0 to 5.9	4.9	113	2.7 to 6.9	.8
Comprehension							
Thompson	3.9	87	2.0 to 5.8	5.0	74	2.7 to 6.9	1.1
Martin	4.1	42	2.0 to 6.5	5.6	39	3.1 to 7.8	1.5
T and M Combined	4.0	129	2.0 to 6.5	5.2	113	2.7 to 7.8	1.2
Total Reading							
Thompson	4.1	87	1.9 to 5.4	4.9	74	3.3 to 6.9	.8
Martin	4.2	42	2.0 to 5.4	5.4	39	3.3 to 6.9	1.2
T and M Combined	4.1	129	1.9 to 5.4	5.1	113	3.2 to 6.9	1.0

CAT cont'd

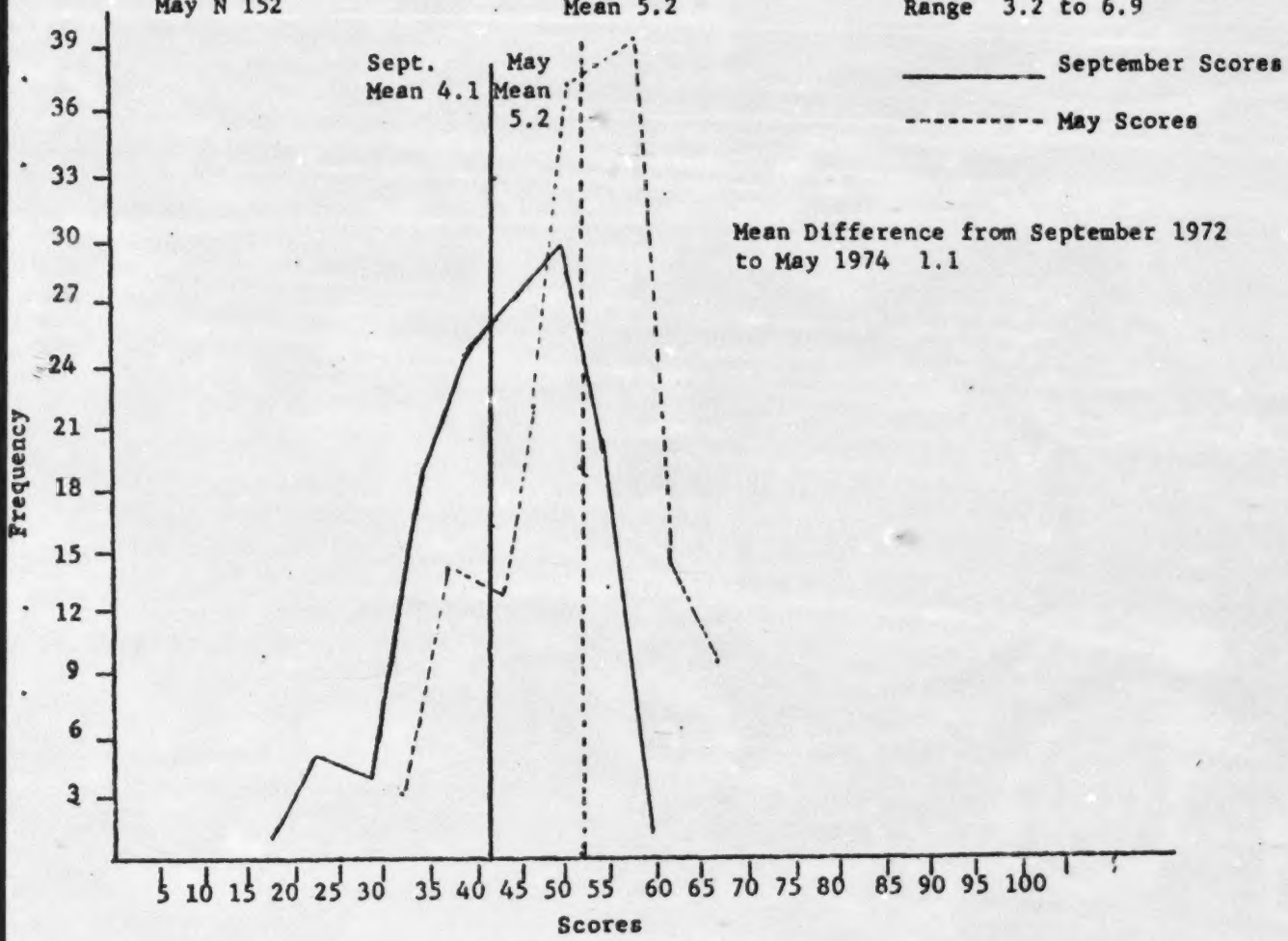
THOMPSON'S 7th GRADE

Sept. N = 43 May N = 39

Vocabulary			Comprehension			Total Reading		
Sept.	May	Change	Sept.	May	Change	Sept.	May	Change
4.3	5.5	1.2	4.1	5.4	1.3	4.3	5.5	1.2
2.5 to 5.7	3.9 to 6.4		2.8 to 5.7	3.7 to 6.5		3.2 to 5.3	3.9 to 6.5	

CALIFORNIA ACHIEVEMENT TEST, READING, WXYZ SERIES, 1963 NORMS
Total Reading
Title III Funded Units
September 1972 through May 1974
Figure 9

September N 129 Mean 4.1 Range 1.9 to 5.9
May N 152 Mean 5.2 Range 3.2 to 6.9



Grade Score Intervals	Sept. Scores Frequency
55 - 59	1
50 - 54	20
45 - 49	29
40 - 44	27
35 - 39	24
30 - 34	18
25 - 29	4
20 - 24	5
15 - 19	1

Grade Score Intervals	May Scores Frequency
65 - 69	10
60 - 64	14
55 - 59	39
50 - 54	37
45 - 49	22
40 - 44	13
35 - 39	14
30 - 34	3

GRAY ORAL READING TEST

The Gray Oral Reading Test (which measures oral reading and comprehension has been used as a pre and post-testing device both years of the Project. Form A is used in September as a pre-test instrument with Form B being used in May for the post-testing. Table IV reports Thompson Junior High School grades eight and nine and Martin's eighth grade separately, although all three units were a part of the 1972-73 Project. Thompson's seventh grade is reported separately as a new unit which began in September of 1973. Figures 10 and 11 indicate the results obtained from all four funded units, including the new seventh grade unit at Thompson.

TABLE 4
GRAY ORAL READING TEST

Mean and Ranges - Sept. 1972 - May 1974

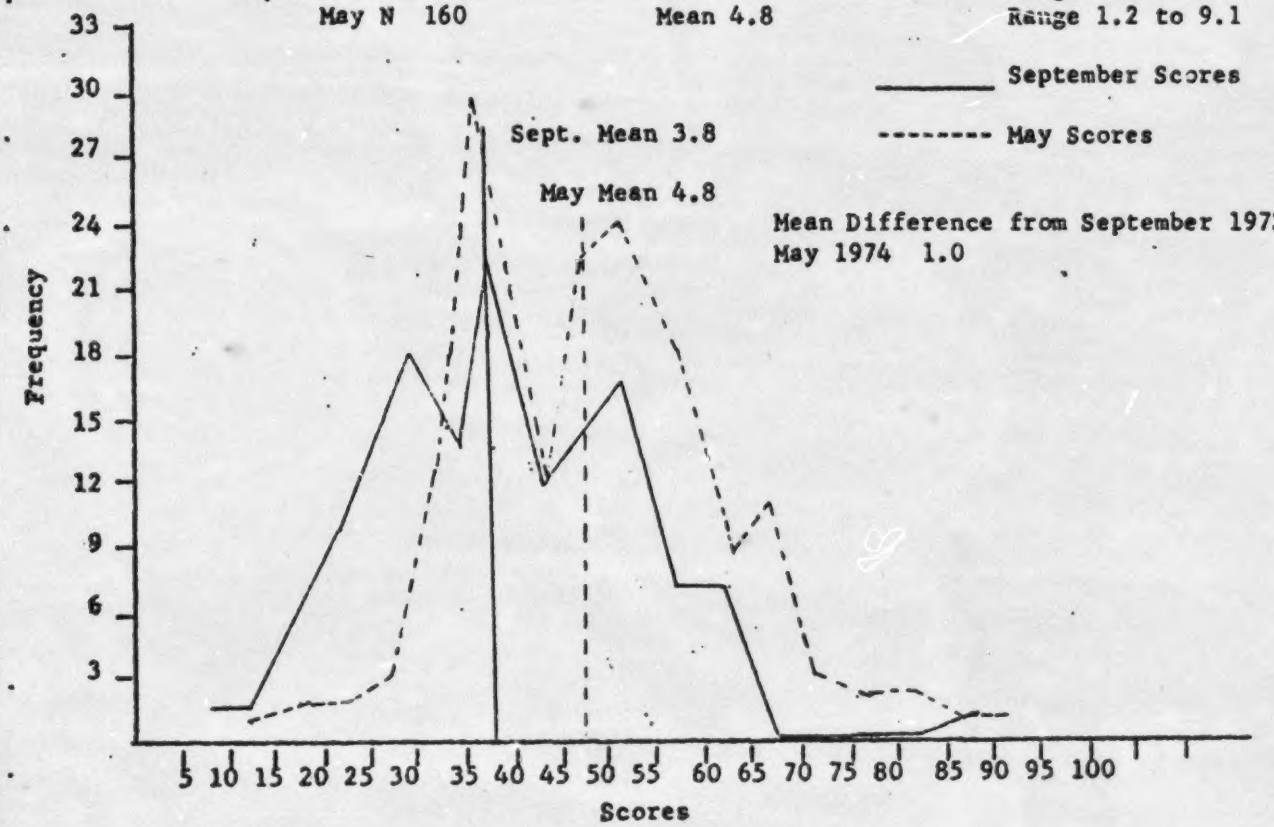
Oral Reading	Sept. 1972 Mean	N	Range	May 1974 Mean	N	Range	Sept. - May 1974 Change
Thompson	3.6	87	.7 to 6.1	4.7	79	1.9 to 8.7	1.1
Martin	4.3	43	1.7 to 8.5	5.3	40	2.9 to 9.1	1.0
T and M Combined	3.8	130	.7 to 8.5	5.0	119	1.9 to 9.1	1.2
Comprehension							
Thompson	4.7	87	2.9 to 7.6	6.2	79	4.3 to 10.0	1.5
Martin	5.0	43	2.9 to 6.9	6.4	40	4.9 to 8.0	1.4
T and M Combined	4.8	130	2.9 to 7.6	6.3	119	4.3 to 10.0	1.5

Thompson's Seventh Grade Means and Ranges - Sept. 1973 - May 1974

Oral Reading	Mean	N	Range	Mean	N	Range	Sept. - May 1974 Change
	4.0	45	.6 to 6.5	4.4	41	1.2 to 6.9	.4
Comprehension	5.3	45	3.3 to 7.3	5.7	41	3.9 to 9.0	.4

GRAY ORAL READING TEST
Oral Reading
September 1972 through May 1974
Title III Funded Units
Figure 10

September N 130 Mean 3.8 Range .7 to 8.5
May N 160 Mean 4.8 Range 1.2 to 9.1



Sept. Scores

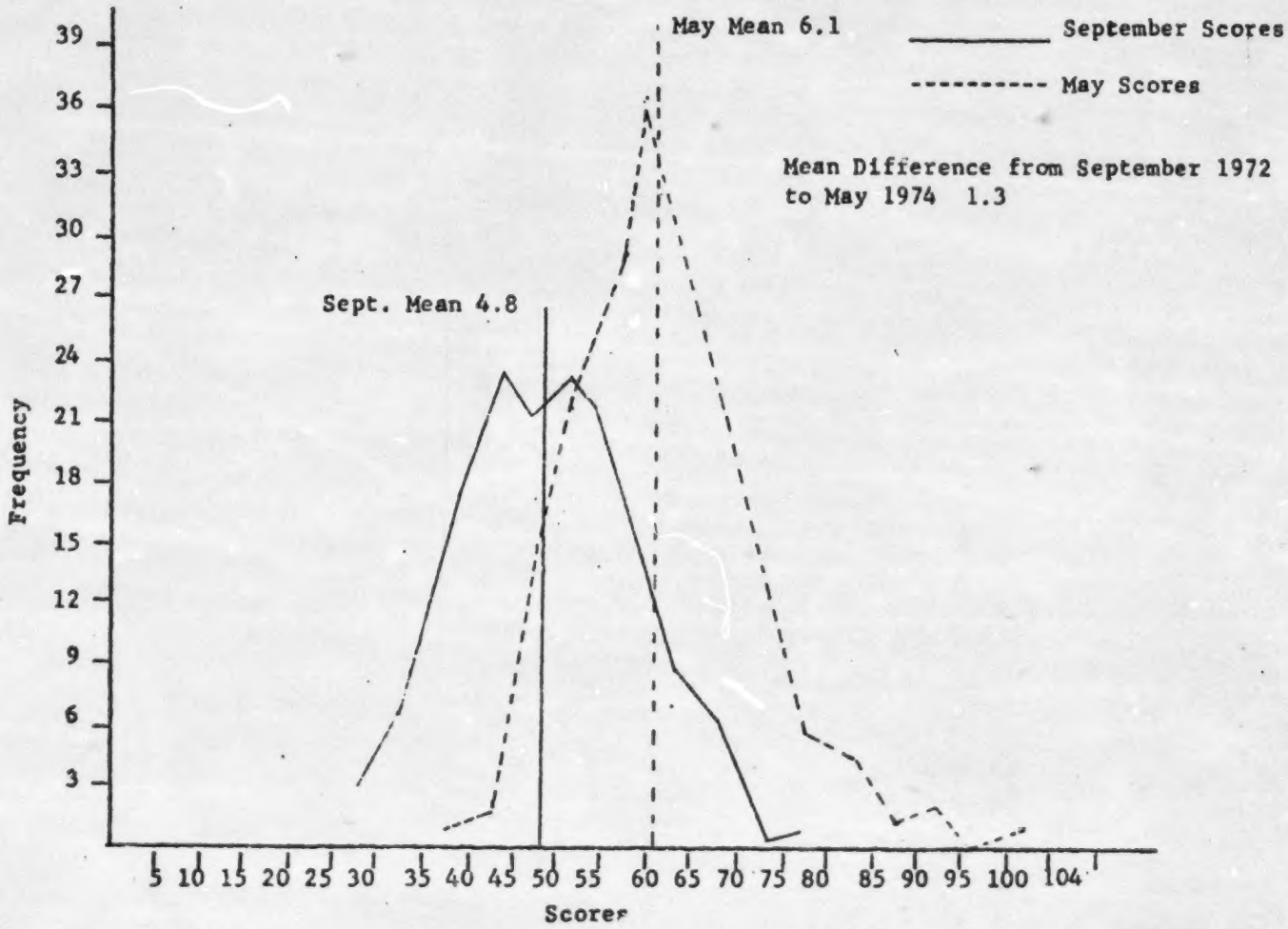
Grade Score Intervals	Frequency
85 - 89	1
80 - 84	0
75 - 79	0
70 - 74	0
65 - 69	0
60 - 64	7
55 - 59	7
50 - 54	17
45 - 49	13
40 - 44	11
35 - 39	23
30 - 34	13
25 - 29	18
20 - 24	10
15 - 19	6
10 - 14	2
5 - 9	2

May Scores

Grade Score Intervals	Frequency
90 - 94	1
85 - 89	1
80 - 84	2
75 - 79	2
70 - 74	3
65 - 69	10
60 - 64	8
55 - 59	19
50 - 54	25
45 - 49	23
40 - 44	13
35 - 39	30
30 - 34	14
25 - 29	4
20 - 24	2
15 - 19	2
10 - 14	1

GRAY ORAL READING TEST
Comprehension
September 1972 Through May 1974
Title III Funded Units
Figure 11

September N 130 Mean 4.8 Range 2.9 to 7.6
May N 160 Mean 6.1 Range 3.9 to 10.0



Grade Score Intervals	Sept. Scores Frequency
75 - 79	1
65 - 69	6
60 - 64	8
55 - 59	21
50 - 54	23
45 - 49	21
40 - 44	23
35 - 39	17
30 - 34	7
25 - 29	3

Grade Score Intervals	May Scores Frequency
100 - 104	1
90 - 94	2
85 - 89	1
80 - 84	5
75 - 79	6
70 - 74	13
65 - 69	24
60 - 64	36
55 - 59	29
50 - 54	25
45 - 49	15
40 - 44	2
35 - 39	1

MEASUREMENT OF STUDENT ATTITUDES

Student attitudes toward self, school and other school related functions are viewed as determining facters of their behavior. A basic assumption is that the behavior of students directly affects his success in school.

Attitudes are seen as enduring predispositions which are learned rather innate. Since they are learned, they are susceptible to change.

Included in the objectives of this project are that students in the project classes will increase self-confidence and positive self-concept and will indicate a change in their attitude toward school.

The instrument selected to measure student attitudes is an adapted form of the Osgood Semantic Differential. The semantic differential is a scaling instrument which gives representation to the major dimensions along which meaningful reactions or judgement vary. (Snider and Osgood, 1969) The semantic differential is composed of a series of concepts or ideas which are rated or judged by an individual on a set of bipolar adjective scales.

The five concepts selected to measure students' attitudes are:

(1) School
(2) School Work
(3) Teacher
(4) Me
(5) Home

Nine adjective pairs were selected to measure the student perception of the five categories:

(1) light - heavy
(2) beautiful - ugly
(3) good - bad
(4) large - small
(5) fast - slow
(6) clean - dirty
(7) fair - not fair
(8) sharp - dull
(9) strong - weak

This form of the semantic differential is scored on a scale from one to seven, the lower scores representing a more positive perception of the concept under consideration.

The second year of the Project the September reporting was computed differently and is , therefore, not compared directly with the 1972-73 evaluation of this instrument.

The September to May evaluation of the school 1973-74 was broken down by male and female population. The reporting is designed to show change in potency factor of each of the perception concepts used.

Table 5 on the following page indicates a positive increase from September of 1973 to May of 1974 for the female population in the four units of Project "45" on all but two factors on one category (ME); on the evaluative and activity factors no change is indicated from September to May. The male population shows negative changes with the exception of three factors ; all of which fall within the potency factors on the perception concepts, ME , SCHOOL, and TEACHER. One showed no change; this being on the activity factor, perception concept, HOME.

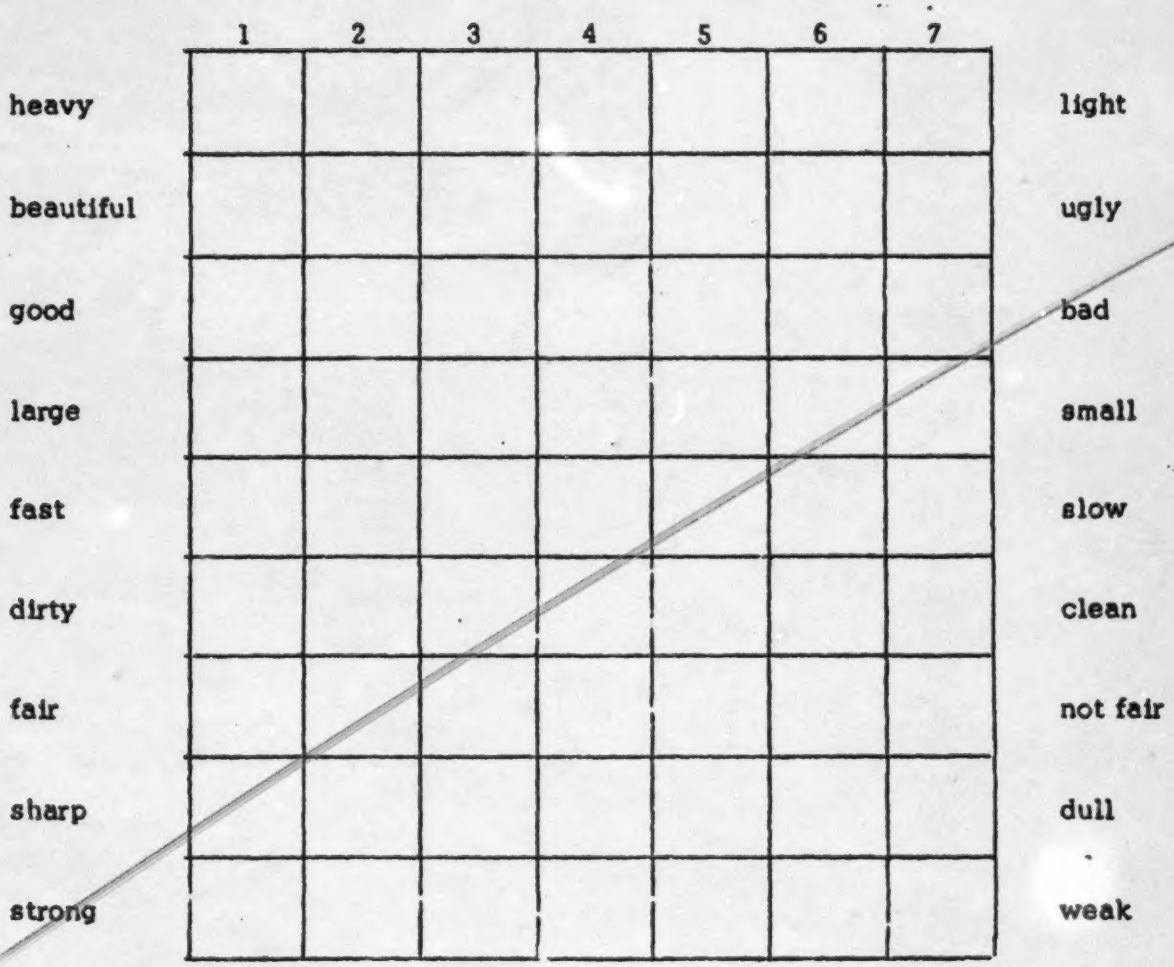
SEMANTIC DIFFERENTIAL
September 1973 to May 1974
COMPARISON OF MEAN SCORES

Table V

FACTOR	MALE					FEMALE				
ME	Sept. 1973	N	May 1974	N	Diff	Sept 1973	N	May 1974	N	Diff
Evaluative	2.9	69	3.0	89	-.1	3.2	48	3.2	56	0
Potency	3.9		3.7		+.2	4.0		3.9		+.1
Activity	3.2		3.1		-.1	3.6		3.6		0
HOME										
E	2.6	69	2.9	89	-.3	3.2	48	2.9	56	+.3
P	3.5		3.7		-.2	3.9		3.8		+.1
A	3.3		3.3		0	4.0		3.5		+.5
SCHOOL										
E	3.7	69	3.9	89	-.2	4.4	48	3.9	56	+.5
P	3.9		3.7		+.2	4.1		3.8		+.3
A	3.9		4.2		-.3	4.7		4.4		+.3
SCHOOL WORK										
E	3.3	69	3.7		-.4	4.1	48	3.7	56	+.4
P	3.8		4.1		-.3*	4.1		3.9		+.2
A	4.0		4.1		-.1	4.6		4.2		+.4
TEACHER										
E	3.2	69	3.7	89	-.5	4.1	48	3.7	56	+.4
P	4.1		4.0		+.1	4.2		3.9		+.3
A	3.6		4.2		-.6*	4.2		3.8		+.4
	TOTAL CHANGE				-.17					+.28

The female population showed a lower concept in September as compared to the male attitude in September but increased on the May testing while the male population indicated an overall score decrease in attitude. The greatest decreases as measured by this semantic differential for the male population were on the perception concepts, HOME, SCHOOL WORK, and TEACHER.

SCHOOL



(Circle one)

Male Female

Grade 7 8 9

SCHOOL WORK

	1	2	3	4	5	6	7	
heavy								light
beautiful								ugly
good								bad
large								small
fast								slow
dirty								clean
fair								not fair
sharp								dull
strong								weak

(Circle 1)

Male Female

Grade 7 8 9

TEACHER

	1	2	3	4	5	6	7	
heavy								light
beautiful								ugly
good								bad
large								small
fast								slow
dirty								clean
fair								not fair
sharp								dull
strong								weak

(Circle 1)

Male Female

Grade 7 8 9

ME

	1	2	3	4	5	6	7	
heavy								light
beautiful								ugly
good								bad
large								small
fast								slow
dirty								clean
fair								not fair
sharp								dull
strong								weak

(Circle 1)

Male Female

Grade 7 8 9

HOME

	1	2	3	4	5	6	7	
heavy								light
beautiful								ugly
good								bad
large								small
fast								slow
dirty								clean
fair								not fair
sharp								dull
strong								weak

(Circle 1)

Male Female

Grade 7 8 9

The post-testing followed the same time schedule as was set in 1973. Six students from Thompson Junior High School who were originally in Project "45" and were tested in September of 1972 are no longer in the Project and were not tested in September of 1973. The mean reading score for these students as measured by the Gray Oral Reading test in September, 1972 was: Oral Reading - 3.4; Comprehension - 4.3; Oral Reading Range - .7 to 5.9; Comprehension Range - 4.0 to 5.0.

Five of these students were returned to regular classes and are now functioning adequately in basic classes. Two of these students dropped out of school and one student, due to his age, has become an active client of the Vocational Rehabilitation Center in Natchez; he is eighteen years old.

At Martin Junior High School one student was returned to regular class in basic setting and has an overall average in the 80's (C average). One student who was in the program in 1972-73 was temporarily at another junior high school at the beginning of the 1973-74 school year and was not included in the 1973-74 data due to her absence at Martin during the pre-testing period. One student dropped out of school to get married.

One student at Martin Junior High School has been added to the program. Two additional students have been added at Thompson and will be included in the statistical data for 1974-75.

STATISTICAL EVALUATION SUMMARY

The original proposal for the Title III Pre-Vocational Program for the Handicapped speculated a mean increase in academic skills of four months. As reported in this section concerning testing evaluation, it is indicated that at the end of the second year of the Project a mean increase of 1.1 year's progress has been obtained as measured by the California Achievement Test and a mean increase of one year as measured by the Gray Oral Reading Test. The Vocabulary increase as measured by the California Achievement Test indicates a mean increase of eight months from September 1972 to May 1974 and a mean increase in Comprehension of 1.2 years and a 1.3 year's gain as measured by the Gray Oral Reading Test (Comprehension section).

These results indicate a greater increase than was anticipated with the exception of the Vocabulary increase of eight months which indicates the anticipated results. It should also be noted that the scores reached on the Achievement tests reflect those that most nearly meet general expectation for this sample on a national level. In fact, expectation charts, as suggested by Kirk and others, are somewhat lower than those reported have.

Due to the volume of possible data that might be utilized in the reporting on a year to year basis, and the battery of tests

selected to insure accurate results, a beginning to end evaluation was decided upon. In some cases the mean increases were greater during the first year of the program, which may be expected, as the subjects reach higher levels of achievement measures. However, our goal remains as originally stated, and by the final year evaluation (May 1975) the anticipated results are twelve months in the stressed academic areas. The functional areas are evaluated with the use of the Adult Basic Learning Examination and the Semantic Differential with which we hope to indicate a positive change in attitude. The final evaluation will also include a total-drop-out percentage and will be compared with a drop-out study of students within the same IQ range but compiled for a five year period preceeding the inception of this program. An attendance record indicating the days absent for Project samples will be compared with average yearly days absent before entering the Project.

The difficulty in satisfactorily using the Adult Basic Learning Examination has resulted in a yearly reporting of the results obtained on this test. Level I failed to yield a score high enough to include the accurate reporting of progress for the students and Level II has resulted in a large number of students being unable to score within the range it measures. However, post data on the Level II test suggested that the sample with the exception

of Spelling would fall into the measurable ranges. Although there may be some regression because of the summer vacation time, it is felt that this assessment will be continued. Further, this test has the capability to give the Project information not readily attainable from other sources.

In general, the achievement scores appear encouraging and reflect gain scores in access of those originally stated.

SUMMARY STATEMENTS

Project "45" is considered to be a basic part of the junior high school curriculum. The entire structure of the junior high level of instruction is as follows:

Requirements for Advanced, Regular, Basic Sections

7th Grade	8th Grade	9th Grade
1. English	1. English	1. English I
2. Geography	2. History	2. Civics & Miss. History
3. Math.	3. Math.	3. Alg. I or Modern Math. or Basic Math.
4. Science	4. Home Ec. or Shop	

Electives for Advanced, Regular, Basic Sections

7th Grade	8th Grade	9th Grade
1. Phy. Ed.	1. Science	1. French
2. Band	2. Phy. Ed.	2. Spanish
3. Gen. Music	3. Band	3. Biology
4. Art	4. Gen. Music	4. Gen. Sci.
	5. Art	5. Typing
		6. Home Ec.
		7. Ind. Arts.
		8. Phy. Ed.
		9. Band
		10. Gen. Music
		11. Art

PROJECT "45" CURRICULUM

1. Lang. Arts (English, Soc. Stud., Spelling	1. Lang. Arts (English, Soc. Stud., Spelling	1. Lang. Arts (English, Reading, Spelling
2. Reading	2. Reading	2. Civics & Miss. Hist.
3. Math.	3. Math.	3. Math.
4. Crafts	4. Home Ec. or Shop	4. Home Ec. or Shop
5. Phy. Ed.	5. Phy. Ed.	5. Phy. Ed.

In addition to the above there are four self-contained Special Education classes at the junior high level. The mean and range of IQ scores for the students involved are as follows:

Martin Junior High School

Mrs. Granger teaches 12 students in a self-contained setting. The mean IQ of these students is 63 with a range in IQ scores from 40 to 77. Mrs. Campbell teaches 12 students in a self-contained setting. The mean IQ of these students is 60 with a range of 52 to 78.

Thompson Junior High School

Mrs. Perry teaches 11 students in a self-contained setting. The mean IQ of these students is 51 with a range in IQ scores from less than 44 to 61. Miss Bates teaches 8 students in a self-contained setting. The mean IQ of these students is 59 with a range in IQ scores from 49 to 70.

The principals and teachers considered the functional level in addition to the IQ score on the Wechsler or Binet on the placement of the students in a self-contained setting.

At the present time, plans are being formulated whereby students entering the high schools from Project "45" will have the opportunity to receive further training in vocational fields such as carpentry, masonry, electricity, automobile mechanics, sewing, cooking, nutrition, and child care. Plans are being made so that these students will continue to receive instructions in academic areas in subjects and on levels suited to their needs: such as, remedial reading, utilizing the reading labs, remedial mathematics, basic English, and social studies.

CHANGES INITIATED DURING THE SECOND YEAR OF THE PROJECT

The evaluation report received from the On-Site Committee during the first year of the Project (1972-73) indicated weaknesses in some areas. The following considerations and changes are addressed to these items:

#5 The majority of the visiting committee appeared to feel that more attention should be given to the instruction of non-project personnel. As a result of this, four meetings were called with the home economics teachers involved with the Project "45" students, at which time, the objectives and procedures for teaching these students were read and discussed. Other junior high school and senior high school homemaking teachers felt these objectives were acceptable for their basic classes as well as Project "45" students.

Instructors from the Industrial Arts area met with the mathematics, social studies and reading teachers to plan a team teaching

approach to Project "45". A shop and homemaking vernacular list was distributed and discussed. Tools, utensils and their usage was discussed and handled.

At another workshop, teachers from the Thompson Junior High School visited the Martin Junior High School to look at and work with materials that were being used in the Martin School. Teachers worked out a plan whereby they could exchange materials with each other.

A substitute teacher relieved teachers in Project "45" to visit the shop and homemaking classes to see the effectiveness of their teaching.

All staff is certified through the State Department of Special Education, Jackson, Mississippi. See page

#8 See number 5. In addition to the meetings discussed under #5, the following curriculum workshop and meetings have been held in:

1. August — Pre-school workshop
2. September — Preparing materials
3. October — Team teachers check other classes
4. November — Visit to Martin School to see materials and plan their usage in both schools
5. December — Homemaking teachers discuss objectives
6. January — Teachers plan a building project at Thompson
7. February — Work continued on building project
8. March — Teachers worked out plans for the community to share their experience with Project "45"

#17 During the first year of the Project, no out of district dissemination was requested. The first year evaluation was sent to the Title III office in Jackson, Mississippi. Local dissemination for the second year of the Project has included the following: news media, March 5, 1974. Indirect communication has been our primary goal due to the specific nature of the program. The major emphasis of the program and one major goal has been to minimize the identification of students involved in the Project as being labeled "mentally retarded". Indirect communication includes job placement for older students who wish after school and week end employment.

Members of the community visited children in Project "45" to share vocational products as a means of introducing the children to the world of work. Mrs. George West taught the class how to make a simple flower arrangement. Some of the children made beautiful arrangements from the materials she used.

Mr. George West discussed city government and how the taxpayer's money is spent.

The Mississippi Banker's Association specifically prepared a booklet to familiarize the Project "45" students with the functions of banks, their value to the students individually, and to the community.

DR. WILLIAM PLUE'S CRITIQUE

Our consultant, Dr. William V. Plue, reviewed the evaluation of the On-Site Committee for 1973 and offered constructive criticism which we have attempted to utilize. Dr. Plue also approved the evaluation changes that were made for the 1973-74 school year and offered help on the reporting of the semantic differential for the second year of the Project (1973-74) which will give an indication of attitudinal changes made by the students involved in the Project.

The administrative staff of Project "45" has met with Dr. Plue five times for planning, suggestions and comments since the Project began. Copies of this critique are available in the central office in Natchez.

Dr. Plue submitted a similar critique for the 1973-74 school year in which he offered suggestions for improvement during the third year of the Project. He also included suggestions for the final evaluation to be delivered to the Title III office in June, 1975. This critique is on file in the central office of the Natchez Public Schools (108 South Commerce Street, Natchez, Mississippi 39120). Many of his suggestions are included in this year's evaluation report.

Dr. Plue reviewed the evaluation of the On-Site Visitation Committee and assisted the Project staff in devising methods for improvement in areas of concern.